



## St Stephen Elementary

1053 Russellville Road

St. Stephen, SC 29479

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	471 Students	
<b>Principal</b>	Elaine Norton, Ed.D.	843-567-2813
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Good
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

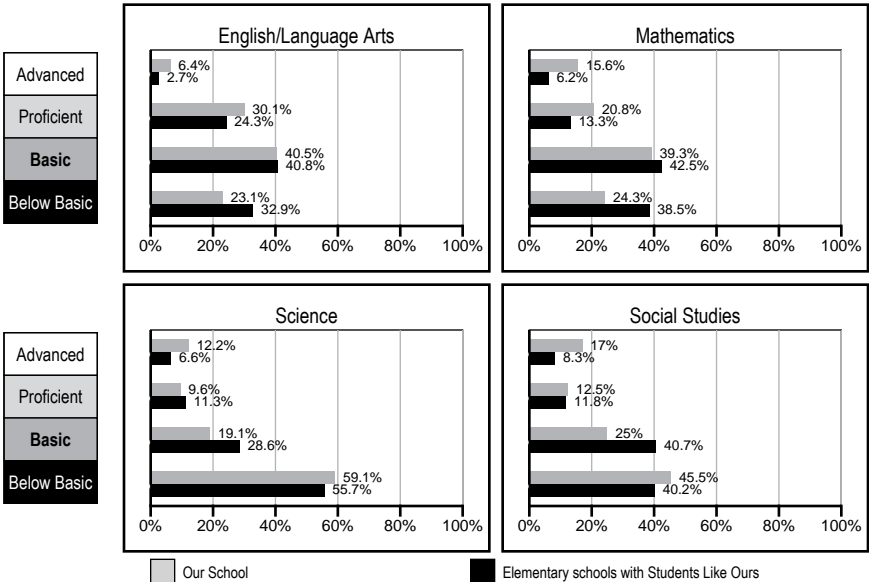
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	30	45

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=471)</b>				
First graders who attended full-day kindergarten	90.4%	Down from 100.0%	100.0%	100.0%
Retention rate	7.4%	Down from 11.2%	3.2%	2.3%
Attendance rate	97.6%	Up from 97.5%	96.0%	96.3%
Eligible for gifted and talented	3.6%	Up from 1.9%	2.7%	10.4%
With disabilities other than speech	9.5%	Up from 5.5%	7.5%	7.5%
Older than usual for grade	1.2%	Down from 3.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	46.7%	Up from 46.2%	53.3%	56.7%
Continuing contract teachers	73.3%	Up from 73.1%	68.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 81.0%	82.6%	86.4%
Teacher attendance rate	94.2%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$44,867	Up 3.5%	\$43,737	\$45,345
Professional development days/teacher	9.6 days	Down from 16.5 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.8 to 1	16.2 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.3%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,769	Up 11.3%	\$8,276	\$7,052
Percent of expenditures for instruction*	63.3%	Up from 60.5%	68.4%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Up from 55.5%	60.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

St. Stephen Elementary is a small community school of national and state distinction that fosters a positive learning environment for all students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teacher our children at SSE to be successful in both academics and in their quest to become confident and productive members of society. Our school motto is "Failure is not an option."

At St. Stephen Elementary, we strive to create a culture of learning with a comprehensive curriculum that encourages students to strive for excellence at every developmental level, have high expectations, and become self-motivated. Our staff strives for academic excellence for all students through a program of instructional excellence. This program includes both staff development and innovative classroom instruction in the areas of ELA, Math, Science, Social Studies, and the related arts.

The school has established great partnerships with local business partners who serve as tutors, lunch buddies, and mentors for many students. The children have participated in extra-curricular activities such as martial arts, key boarding, steel drums, drama classes, sewing, cooking, dance, and chorus.

As with many schools throughout the state, St. Stephen Elementary continues to face many challenges, but we are dedicated individuals who work together as a team and are determined to make sure that "No Child is Left Behind." We will persist in our search for great teaching strategies, motivational techniques, and effective curriculum delivery models. As we strive to make St. Stephen Elementary a school where all parents want their child to attend.

Dr. Elaine Norton, Principal  
Tara Callaghan, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	63	42
Percent satisfied with learning environment	82.8%	90.3%	95.2%
Percent satisfied with social and physical environment	92.9%	83.9%	85.7%
Percent satisfied with school-home relations	75.9%	88.7%	92.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	190	100	22.5	39.3	30.3	7.9	51.1	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	114	100	30.8	35.5	27.1	6.5	41.1	40.8	41.7	N/A	N/A
Female	76	100	9.9	45.1	35.2	9.9	66.2	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	100	20.4	40.8	28.6	10.2	57.1	55.4	60	Yes	Yes
African American	133	100	21.6	39.2	32	7.2	50.4	36.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	48.5	18.2	21.2	12.1	33.3	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	174	100	23.9	39.9	28.8	7.4	49.1	38.5	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	190	100	23.6	38.2	23	15.2	51.7	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	114	100	26.2	36.4	21.5	15.9	48.6	44.4	45.6	N/A	N/A
Female	76	100	19.7	40.8	25.4	14.1	56.3	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	100	20.4	44.9	24.5	10.2	53.1	52.8	59	Yes	Yes
African American	133	100	22.4	36.8	23.2	17.6	52.8	28.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	45.5	21.2	30.3	3	39.4	14.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	174	100	25.2	38	22.1	14.7	49.7	33.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	125	100	57.6	18.6	10.2	13.6	23.7	35.1	35.7	97.6	96.4
<b>Gender</b>											
Male	72	100	62.3	14.5	10.1	13	23.2	36.3	37.4	97.5	96.3
Female	53	100	51	24.5	10.2	14.3	24.5	33.9	33.8	97.6	96.5
<b>Racial/Ethnic Group</b>											
White	28	100	52	16	16	16	32	44.8	49.2	96.5	96
African American	93	100	57.3	20.2	9	13.5	22.5	18.5	17	97.9	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	N/A	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	95.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
<b>Disability Status</b>											
Disabled	25	100	75	4.2	12.5	8.3	20.8	9.8	14	97	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	96.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	118	100	59.5	18.9	9.9	11.7	21.6	23.7	21.1	97.5	96.1

**Social Studies**

All Students	123	99.2	44.3	25.2	13	17.4	30.4	34.6	34	97.6	96.4
<b>Gender</b>											
Male	80	98.8	47.3	23	8.1	21.6	29.7	36.3	36.6	97.5	96.3
Female	43	100	39	29.3	22	9.8	31.7	32.8	31.3	97.6	96.5
<b>Racial/Ethnic Group</b>											
White	35	100	37.5	34.4	9.4	18.8	28.1	40.9	44.5	96.5	96
African American	87	98.9	46.3	22	14.6	17.1	31.7	22.7	19.1	97.9	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	95.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
<b>Disability Status</b>											
Disabled	27	100	75	12.5	4.2	8.3	12.5	11.8	14.4	97	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	96.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	112	99.1	47.6	24.8	12.4	15.2	27.6	25.5	21	97.5	96.1

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	48	100	16.7	47.6	33.3	2.4	35.7
	4	63	100	21.8	52.7	25.5	0	25.5
	5	43	100	28.9	50	21.1	0	21.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	10	31.7	40	18.3	58.3
	4	58	100	29.1	45.5	25.5	0	25.5
	5	69	100	28.6	41.3	25.4	4.8	30.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	48	100	23.8	59.5	16.7	0	16.7
	4	63	100	25.5	43.6	20	10.9	30.9
	5	43	100	31.6	57.9	10.5	0	10.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	11.7	45	18.3	25	43.3
	4	58	100	38.2	32.7	21.8	7.3	29.1
	5	69	100	22.2	36.5	28.6	12.7	41.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	24	100	57.1	33.3	9.5	0	9.5
	4	63	100	56.4	21.8	20	1.8	21.8
	5	23	100	55	40	5	0	5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	31	27.6	13.8	27.6	41.4
	4	58	100	72.7	12.7	5.5	9.1	14.5
	5	36	100	55.9	20.6	14.7	8.8	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	24	100	38.1	52.4	9.5	0	9.5
	4	63	100	41.8	49.1	9.1	0	9.1
	5	20	100	61.1	33.3	0	5.6	5.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	9.7	32.3	9.7	48.4	58.1
	4	58	100	63.6	18.2	14.5	3.6	18.2
	5	33	97	44.8	31	13.8	10.3	24.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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